

THE SHAKERITE

November 22, 2005 • Volume 76 • Issue 3 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120



Hurry up and wait

Students walked out of school to protest the Bush administration at a rally organized by The World Can't Wait, but from the looks of it, we could be waiting a while.

SEE PAGE 4, NOTEWORTHY



BACK IN THE GAME

WOMEN'S BASKETBALL COACH DON READANCE TURNS HIS ATTENTION BACK TO HOOPS AFTER BEING ALLEGEDLY ASSAULTED BY A PLAYER'S PARENT NOV 3. LOOK INSIDE TO GET THE FACTS.

PAGE 5



CATCHIN' ZZZS

IF STUDENTS DON'T GET ENOUGH SLEEP AT NIGHT, CLASSES BECOME NAP TIME. ARE YOU SLEEP DEPRIVED? CHECK OUT THE CORE FOR INFO AND A QUIZ.

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WILT THOU GET IT?

SHAKER THEATRE WILL STAGE SHAKESPEARE'S "TWELFTH NIGHT," BUT DO THE ACTORS UNDERSTAND WHAT THEY'RE SAYING?

PAGE 14

Cover shot: Shaker students participated in the Nov. 2 march against the Bush administration. From left, sophomore Ciara Wright, juniors Ben Karlin and Cassie Wolff, sophomore Max Chernin and junior Meredith Schoenberger listen to speakers. Chernin and Wolff spoke at the rally. Photo by Bobby O'Connor.

What's Inside

11.22.05

EDITORS' NOTE

We saw the signs . . .

EmandAviva [9:48:58 p.m.]: hey guyz! ever noticed th@ things on the walls r misspelled?

ShakeriteReaders [10:49:01 a.m.]: like what?

EmandAviva [9:49:03 p.m.]: well...

From huge banners in the front hall to birthday signs plastered on lockers, mistakes are popping up throughout the school more frequently than Instant Messages when you're supposed to be doing homework. Although it's entertaining to try and figure out when "Wedenesday" is and whether Future "Educator's" of America is actually a club, it's embarrassing to walk the halls and see mistakes that could have been avoided just by clicking spell check in Microsoft Word. (Those squiggly red lines that appear under words aren't there just for decoration.) Even in the Oct. 28 issue of The Shakerite, an editor added three lines to a column on screen without putting them through the editing process, and inserted three types of mistakes:



Aviva Ariel

capitalization, punctuation and spelling.

The most discomforting gaffes come from the administration. When they decided to institute one-way staircases, we were shocked to see signs advertising “an down staircase.” Obviously, someone switched “up” with “down”

and didn't take the time to change the article. Worse yet, a district e-mail message promoting a speaker about academic achievement spelled that speaker's name three ways.

Our classmates are even worse. One sports team, for example, first put up signs announcing a “tourny,” then revised this mistake to read “turney.” In case you were wondering, the correct



**Emily
Grannis**

spelling is “tourney,” but don’t let that stop you from painting it on a banner that hangs above the Ely Gallery. It’s like a welcome sign to a prospective parent visiting the high school that screams, “Think again.” (Or, perhaps, think “agian”).

Sports teams aren't the only culprits. Shaker Theatre recently announced a production, "Twelfth Night," in the loss from the nurse's office. To their department did fix the sign after the pointed out.

Finally, the ever-present student-made signs.

We don't think anyone is "exquisit," even on her birthday, that people eat "spagetti" or that a Shaker team will ever play "Laural."

ShakeriteReaders [10:01:23 p.m.]: so y do u think ppl make those mistakes?

EmandAviva [10:02:04 p.m.]: not so sure, but we think it has sumthin 2 do w/ IMs and txtng. ppl get used 2 typing sloppy messages and th@ carries ovr in2 our skool atmosphere.

ShakeriteReaders [10:02:58 p.m.]: guess ppl should learn 2 spell.

EmandAviva [10:03:00 p.m.]: yeah, but where? jk.

The n-word, revisited: At his Oct. 29 concert, Kanye West paused before using the term in one of his songs and said, “For all you white people out there, this is the one time it’s OK to say ‘nigga.’”



Desmond's talent is notable

For Jack Desmond, a percussionist in the marching band, being blind will never overshadow his love of music. Find out why his band director calls him “an incredibly talented kid” and how he learns music without Braille.

PAGE 13, LIMELIGHT

TEACHING POLITICS

The editorial board weighs in on teachers who express their political views in the classroom. Should students know how their teachers vote? Should teachers participate in classroom political debates? If it's important to promote diversity in the school, does that include political diversity? Read the 'Rite Idea. You never know, maybe you'll want to write back!

PAGE 6, SHAKER SPEAKS



CASTING OFF INTO THE CHARLES


Five members of the Shaker crew team competed in the Head of the Charles Regatta in Boston Oct. 24-25. Though they finished 47 out of 48 teams with a 28 minutes, 27 second time, the rowers were part of the world's largest regatta and were able to observe Olympic crew teams in action.

PAGE 15, RAIDER ZONE

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This Month

11.22.05

With 118 days until the first day of spring, we are looking at a long line of dark, cold days ahead. After the shortest day of the year Dec. 21, daylight hours gradually increase each day. However seasonal depression can be experienced through February. Symptoms of the most severe form of this depression include uncontrollable carbohydrate cravings and chronic exhaustion, and must be treated with expensive light therapy. However, for a less drastic remedy for the gloomy days of winter, exercise -- especially a long walk outside -- is the best option.



NEW YEAR'S EVE
IN TIMES SQUARE

500,000

People gather annually at Times Square in New York City to ring in the New Year



1001

Years since the first New Year's celebration in Times Square

696

Lights enshrine the 1,000-pound crystal ball. The ball makes a 60-second descent down a 77-foot poll starting at exactly 11:59 p.m. so that it touches the ground just as the new year begins

8,000

Police officers patrol Times Square on New Year's Eve, making sure that celebrations go as planned

2,000

Pounds of confetti are dropped from buildings at the stroke of midnight

COOKIE DOUGH
CRAZE

It seems fitting that Dec. 18 should be Bake Cookies Day. Its positioning in the heart of the cold holiday season lends itself well to a lazy Sunday at home baking chocolate chip cookies and enjoying them right out of the oven with a tall glass of cold milk. However, this is much easier said than done. The temptation to devour the cookie dough in its raw form is so great that it is often difficult to get the final product out of the oven. When Ruth Graves Wakefield accidentally invented the chocolate chip cookie at her toll house in 1937, she didn't expect that it would become such a huge hit and an American classic. And she definitely wasn't expecting that the raw dough itself would blossom into a favorite flavor and snack. Because there is a risk of contracting the infectious bacteria salmonella from the raw eggs in cookie dough, the widespread love for raw chocolate chip dough has prompted the creation of safe cookie dough treats. Cookie dough now comes mixed into ice cream, as bite sized chocolate covered theater snacks, as a lollipop flavor and even in varieties especially formulated for raw consumption.



DECEMBER

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|---|---|---|--|---|--|
| KEY H - Home A - Away WB - Women's Basketball WR - Wrestling IH - Ice Hockey MB - Men's Basketball SW - Swimming HOB - House of Blues (Ice Hockey games listed at H are at Thornton) | | | | 1 Bloodmobile 8:30 a.m.-2:30 p.m. Twelfth Night 8 p.m. thru 12/3 | 2 WB Euclid A V-4:15 p.m. JV-6 p.m. WR Solon Varsity Tourn. A thru 12/3 IH Padua H 9 p.m. | 3 WR Kent State JV Tourn. A 9:30 a.m. MB Euclid A V-4:15 p.m. JV-6 p.m. WR Strongsville Freshman Tourn. A 9 a.m. SAT and Subject Tests 7:45 a.m.-1 p.m. |
| 4 International Hug Day Areosmith and Lenny Kravitz Concert at Wolstein Center 7 p.m. | 5 Bathtub Party Day Fionna Apple at HOB \$40-\$45 7 p.m. Cristina Casal turns 16 | 6 Early Dismissal Market Day 5 p.m.-6 p.m. | 7 Pearl Harbor Day 9 Grade Final Exams Review Workshop 7 p.m. WB Valley Forge H 9 p.m. Claire Licina turns 15 | 8 Gwen Stefani with Ciara Wolstein at Center \$35-\$65 7:30p.m. | 9 IH University H 9 p.m. SW Bedford A 7 p.m. Holiday Concert in Dance 7 p.m. WR Garfield Hts. Dual H V-7 p.m. JV-6:30 p.m. | 10 MB Warrensville H 10a.m. SW Solon Relays A 12 p.m. WB Admiral King H V-4:15 p.m. JV-6:30 p.m. U2 at Quicken Loans Arena \$120-\$470 7:30p.m. |
| 11 Meredith Boyd turns 16 | 12 Willem Ekels turns 15 | 13 Student Council Meeting SW Hudson H 5p.m. Board of Education at High School 8 p.m. | 14 WB Warrensville H 6 p.m. Winter Choir Alumni Concert 7 p.m. | 15 IH Thornton Park Tourn. thru 12/18 Wind Ensemble and Symphonic Band at Middle School 7:30 p.m. | 16 MB Admiral King H 4:15 p.m. WR North Canton Hoover Tourn. A thru 12/17 Speech and Debate Tourn. thru 12/17 SW Maple Hts. A 7 p.m. | 17 Maple Syrup Day SW Canton Invitational A 9 a.m. WB Mentor A V4:15 p.m. JV-6 p.m. WR Olmsted Falls JV Dual Tourn. A 9 a.m. |
| 18 Bake Cookies Day | 19 WINTER BREAK | 20 WINTER BREAK IH St. Ignatius A 5 p.m. | 21 WINTER BREAK MB St. Ignatius A 4:15 a.m. WR St. Peter Chanel Tri A 6 p.m. Winter Solstice | 22 WINTER BREAK | 23 WINTER BREAK IH Lake Catholic H 9 p.m. MB Euclid A 4:15 p.m. WB VASJ H 6 p.m. | 24 Christmas Eve |
| 25 Christmas Day | 26 WINTER BREAK First day of Channakah First day of Kwanza | 27 WINTER BREAK WB Wooster H 9 p.m. | 28 WINTER BREAK Chocolate Day | 29 WINTER BREAK MB Olmsted Falls Tourn. A TBA WR Powerade Tourn. A TBA thru 12/30 | 30 WINTER BREAK WB Glenville H 1 p.m. | 31 New Year's Eve Unlucky Day |

THE COLD TRUTH ON WINTER ACTIVITIES

| Activity | Location | Price | Positives | Negatives |
|-------------|---|-------|---|--|
| Sledding | Hills located at Thornton Park and Shaker Hts. Country Club | Free | Sledding is a local way to enjoy the snow. Bright colored sleds with innovative gadgets update the old fashioned pastime. | Carrying your sled back up the hill can be tiring and difficult. The achieved downhill speed is slower than the other two activities. |
| Tubing | The Metroparks; The Chalet in Mill Stream Run Reservation | \$17 | The air-inflated tubes allow for a bumpier, more exciting feel. Surface lifts bring your tube to the top so you don't have to drag it back up the hill. | It is the most expensive winter activity listed, and your fee only pays for four hours of fun. |
| Tobogganing | Brandywine Resort | \$8 | With a 1,000-foot ice chute that sends you speeding downward, tobogganing is the fastest winter activity listed. | Lines, which wind up many flights of stairs, tend to be long, and the heavy toboggans have to be carried manually to the top of the chute. |

MYSTERY SOLVED:
HOLLABACK GIRL

Riding on the success of her single "Hollaback Girl," Gwen Stefani's performance at the Wolstein Center is sure to raise the inevitable question: what exactly is a hollaback girl? According to the online Rap Dictionary, holla is derived from the noun holler, meaning "to try to obtain attention from the opposite sex." It is also defined as trying "to talk to someone with the purpose of expressing sexual interest in them, to holla at them." So a hollaback girl is a female who responds to a holler. In other words, Stefani is defending her sexual reputation when she sings, "I ain't no hollaback girl." Thanks Gwen. We were all wondering.



Further investigation of the anti-profanity signs posted around the school last month revealed that interior design teacher Ellen Huminsky was responsible. “I get tired of hearing [profanity],” Huminsky said. “I don’t think it’s changed anything, but [the posters have] caused people to stop and look. It’s just the fact that there are other words that serve the same purpose,” she said. Additional copies of the posters are available in the main office .



JUNIOR LAURAL VAN Metre walks past a banner reading, “Get out Bush Regime” at the Nov. 2 rally. Shaker students, who wore shirts and signs with similar slogans made up the majority of students at the protest. Photo courtesy of Keely Brett-Eiger

• Approximately 90 Shaker students left class to protest the Bush administration Nov. 2

BY CARRIE REESE
NOTEWORTHY EDITOR

About 90 Shaker students decided The World Can’t Wait Nov. 2, and they walked out of school to show it. “It was just to prove that I’m against the whole Bush administration and to show support for the World Can’t Wait organization,” junior Meredith Schoenberger said. The World Can’t Wait rally, held at noon in downtown Cleveland on Public Square, was organized by a national group to protest the war in Iraq as well as President George W. Bush’s views on gay marriage and abortion. An estimated 250-400 people attended the march past the Federal Building and heard impromptu speeches from veterans, mothers of soldiers serving in Iraq and other participants. Sophomore Keely Brett-Eiger addressed the crowd.

NICO BOYD
LISTENS to the speakers at the Nov. 2 World Can’t Wait rally at Public Square. Although rally participants protested for regime change, grass-roots movements don’t easily achieve it. Bobby O’Connor • The Shakerite



“What if your daughter had to go to war? What if she wanted to get an abortion but couldn’t because it was illegal?” Brett-Eiger said. Rallies organized by World Can’t Wait occurred in 29 U.S. cities. On www.worldcantwait.net. Debra Sweet, national co-coordinator for the group, stated the protest showed “a day of demonstrations . . . can begin to change the whole ‘political equation’ in society.” Schoenberger said that while she enjoyed the experience, she had problems with some of the speeches. “I felt that a lot of the speeches were well put, but I was a little disappointed because there was a lot of vulgar language and profanity that took away from the main message,” she said.

Several students didn’t think the march was a worthwhile activity in general. “To all Shaker students intending on attending the protest tomorrow, please hear me out: DON’T!” sophomore Meg O’Halloran stated on her blog Nov. 1. “I think in the end it won’t do anything, only give people reasons to frown on Democrats and liberals,” she later said. “There are much better ways to express opinions.” The day after the rally, a rumor suggested that students who attended would be punished. However, Principal Michael Griffith said students would only face consequences if the rally was used to justify their absences. He explained that a protest is not a state-approved excuse for missing school. Other than that, Griffith said, “We encourage students to be civic minded.”

Grass-roots dissent grows slowly

BY EMILY GRANNIS
EDITOR IN CHIEF

Junior Ben Karlin is an optimist. He attended the Nov. 2 World Can’t Wait rally, listened to speakers and left feeling like he made progress. “For right now it’s an emotional reassurance that something new is coming,” he said, acknowledging that the organization’s goals are idealistic. Though the organization boasts thousands of protestors, only 200 of 27,000 U.S. high schools were represented. World Can’t Wait estimates 75,000 people participated nationally, 400 in Cleveland. Howard Gillman, a political science and history professor at the University of Southern California, said grass-roots protests often lack the desired impact.

“I think most people view unreasonable and disruptive protests as an annoyance,” Gillman stated in an email interview. However, junior Joel Drojomir, who organized Shaker’s participation insisted change is coming. “Long term this is going to start more protests. It shows them people aren’t completely brainwashed.” Though Gillman doubts that World Can’t Wait will be successful at drowning out Bush’s State of the Union Address, he said grass-roots movements gain force as Americans grow disappointed with the Iraq war. “If the opposition can develop a persuasive message, there are probably opportunities to successfully protest,” he said. Aviva Ariel and Lauren Weiss contributed to this story.

BRIEFS

STUDENT COUNCIL

Student Council held the first of their twice-monthly meetings during tenth period Nov. 3. The topics discussed included:

- United Way
•Council members discussed the Nov. 14 assembly and advertisement plans for the annual fundraiser. As in previous years, money will be raised through “Penny Wars” in the cafeteria and donations in second period classes.
- Spirit Gear
•Student Council finalized their plans to increase school spirit with the purchase of thunder sticks, which they will sell at upcoming sporting events. The council voted unanimously to purchase the inflatable noise making devices.

- Carnival
•Members discussed possibilities for the spring carnival. Ideas included using student bands and having the theater department put on a short performance.

- Charity
•Class representatives presented plans for possible charity events. Some ideas included a “Rock-for-Charity” event and a benefit for Rainbow Babies and Children’s Hospital.

Compiled by Wesley Lowery

BOARD OF EDUCATION

- At the October school board meeting:
- The district will be budgeting \$98,000 a month for energy costs starting in November 2005, up from \$70,000 a month in July. To keep costs low, the district has not turned on the boilers.
 - Board member Freda Levenson said 40 states are considering opting out of the federal education legislation that mandates testing, with Utah having already given up federal funding in order to not take the tests.
- Compiled by Lauren Weiss

Getting those government hours, 'eh?

Snarky unknown voter • Lomond School



Courtney McClelland • The Shakerite

FOUR SENIORS LOG government hours on Election Day at Lomond School. Students representing candidates passed out literature, held up signs and encouraged people entering the polls to vote for their candidate.

ELECTION DAY APATHY HITS VOLUNTEERS

BY COURTNEY McCLELLAND
STAFF REPORTER

"He's for the little guy! A family man! He wants what's best for Shaker!"

I said it over and over many times standing outside of Lomond Elementary School for more than three and a half hours, encouraging hundreds of incoming voters to cast their ballots for George George, a candidate for city council.

At first I felt like a telemarketer -- annoying people by calling them and pitching some some product they don't even care about. But then, as someone was leaving the school, he smiled and said, "I voted for George!"

That made it all worth it. To think that I could convince someone to do what I thought was right.

One woman passed by as I was campaigning and said, "Getting

those government hours, 'eh?"

"No," I said, "I'm just doing this because I think that George is the right choice."

OK, so that's not entirely true -- my dad asked me to do it. I was surprised to see, with a few exceptions, that most of the students there to earn government hours (seniors need four campaign hours) weren't earning anything. Most of the students I encountered at Lomond barely acknowledged the incoming voters and promptly left soon after I arrived.

My favorite Shaker student campaigners included the guy who fell asleep in a chair with a sign in his lap and students who arrived at Lomond promising that they had been campaigning somewhere else for more than two hours to get my stepmom, who worked on George's campaign with me, to sign their time sheets.

I'm not saying that campaigning is easy. I did encounter some nice people who willingly took the literature from me and said "OK,

thanks!"

But those were few. Most of the voters politely declined, walked out of their way to avoid me or stomped past with their heads down.

One man even came by and yelled, "No!" when I asked him to consider George. That's when the telemarketer feeling came back.

This is not to say that all of the students earning government hours were less than role models. I met a couple of very nice girls at Lomond who actively passed out their signs for a good amount of time despite the cold.

The day ended with pizza and election coverage at George's house, where he gave my stepmom and me flowers for helping out and promised to take us to dinner sometime despite an unsuccessful campaign.

"Although campaigning was fun," George said, "I'm more than looking forward to a nice, long, relaxing weekend."

Getting back to basketball

• Team's focus is season, not assault

BY EMILY GRANNIS
EDITOR IN CHIEF

Women's varsity basketball coach Don Readance is still feeling the effects of the assault he endured when a player's father allegedly hit him during practice Nov. 3.

"I'm feeling OK but still not 100 percent," he said. The father went to the school after his daughter, a three-year letterman, was cut from the team. Readance said he was not expecting such a reaction after talking with the player, who left before her father arrived.

"When [she] left me, she wasn't upset," he said. "She shook my hand and said, 'Have a good season, coach.'"

According to District Director of Communications Peggy Caldwell, the father entered the North Gym, confronted the coach and then hit him on the side of the

head with an open hand. Steve Adams, coach of the women's freshman team, escorted the parent out of the gym while another adult called the police. Team members witnessed the incident and completed reports.

Readance went to the hospital complaining of blurred vision and a sore ear.

The father declined to comment for this story. He will be tried for misdemeanor assault in the Shaker Municipal Court Dec. 1.

Athletic Director Susan Brown and Principal Michael Griffith barred the father from school grounds.

"Obviously our intentions are to make sure we have a safe campus both for students and staff," Griffith said.

School officials will call the police if the father returns to campus.

Griffith and Brown spoke with players after the incident and later sent a letter to parents clarifying what had happened and encouraging them to "discuss what positive fan and player behavior represents."

Readance said he and his players are trying to leave the rest to the legal system.

"We have a season to get ready for," he said. "The girls are very excited about it."



WOMEN'S BASKETBALL COACH Don Readance focuses on the Nov. 14 practice. Readance said his players are eager to get back to preparing for their season after he encountered an angry parent.

Adam Maraschky • The Shakerite



The world of online blogging is just a click away. Talking online is an easy way to meet people who share your interests, but living your teenage years on the Internet is hardly a healthy habit. Communication with friends conducted through a cell phone or computer keyboard can ease the pressures of normal conversation, but interacting with people face to face is a crucial social skill. We all hate those awkward silences, so for you 30 million members of MySpace.com, remember to post in moderation.

Oh, yes, there is a bubble

In the March 2005 issue of The Shakerite, the Focus section ran a piece about the “Shaker bubble,” and whether or not it exists.

I remember listening to dialogue about it and thinking, “I’m not in the bubble. I know what’s going on in the real world.” It wasn’t until I left

Shaker that I realized just how sheltered I was.

I’m a freshman at Elon University in North Carolina, and it’s a different world here. I’m in the middle of nowhere, with the local bowling alley and the antics of the girls in my dorm as my only forms of amusement. Weekend entertainment is limited, so the other night when my friends decided to go to a nearby dorm to hang out with some guys I’d never met, I went along.



Hilry Hazelwood



Other than being human versions of Beavis and Butthead, these guys didn’t seem so bad. Then, in the middle of a conversation, I overheard one of the guys use the n-word.

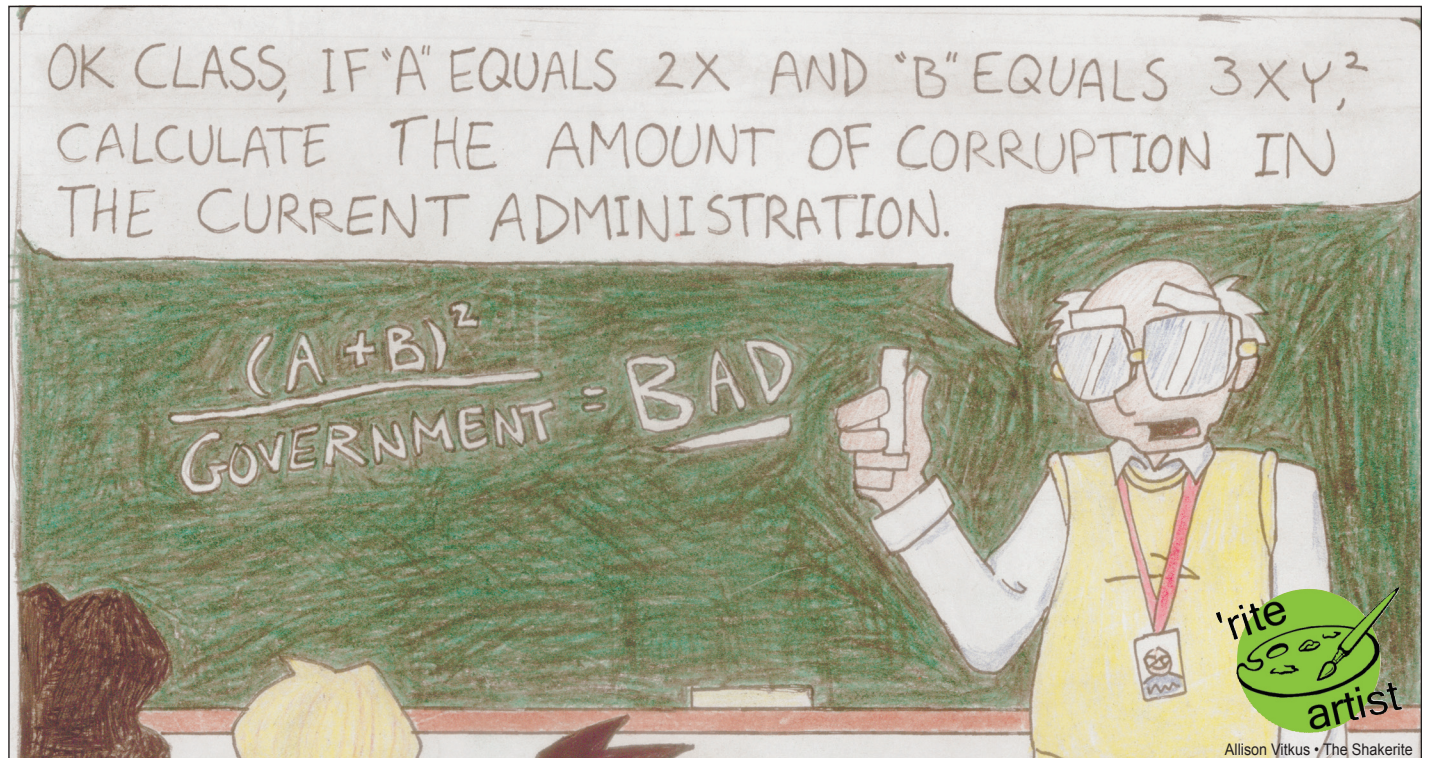
I was sure I heard him wrong but within minutes of saying it, this guy was spewing obscenities and declaring that he “hates black people.” Toto, we’re not in Shaker anymore.

My friends who were with me agree that what he said was wrong, but, as one aptly put it, “I knew people like that in my high school, and, I mean, they’re jerks, but you shouldn’t be so easily offended.” That’s when I realized that I was so stuck in the Shaker bubble that I never realized I was a part of it. Of course I knew that racism still existed, but because I grew up in a community that does not tolerate such sentiments, and because I had never experienced it first-hand, I assumed that everyone pretty much felt the way I did. To me, refusing to tolerate racism isn’t synonymous with being “easily offended.”

I’ve learned that it’s important to remember that Shaker is not the rest of the world. It sounds simple, but it’s something that I honestly didn’t realize until I left. My friends here at Elon didn’t understand why I was upset by what was said because the racist comments weren’t directed at my race. I’m not going to say that there’s a big, scary world outside of Shaker, but there’s definitely a different mindset. We are so privileged to have grown up in such a diverse and accepting community, but it’s important to remember that the mindset of the Shaker bubble is not the mindset of the world.

Honestly, after I bolted from that guy’s room and got back to my own, all I could do was cry. I cried because I was so offended that someone would say that and feel that way; I cried because I was so scared that someone could have enough hate in him to say those things; and I cried because I was so sad that someone would feel like it’s OK to speak like that in front of me simply because I’m white.

Since I moved to Elon, I’ve adjusted to eating indigestible college food, surviving on a (very) strapped budget and living in a building with 125 other girls. But I shouldn’t have to learn to adjust to racism.



PEDAGOGY, NOT IDEOLOGY

- Instructors should play balanced, not political role in class discussions

Next time you’re in class taking notes or maybe letting your mind wander, don’t think the only thing you’re learning is math or history. It’s possible that you’re being trained in political ideology, too.

With tensions running high over the war in Iraq, the economy and civil liberties, it’s only natural that politics would find their way into the classroom. Often, teachers take class time to express their personal opinions instead of providing a forum through which students can learn from one another. Although most teachers’ opinions reflect the majority of students’ views, it is important that adults don’t dominate the conversation

or control the direction of the debate.

While learning about politics and current events is a necessary part of our education, discussion does not mean a free-for-all rant favoring the teacher’s political views. One of the necessary components of all classroom political debates is that they be student-led. While it is appropriate for teachers to encourage and moderate these discussions, injecting their own views -- except when providing alternate theories or addressing false or demeaning statements -- silences students who disagree and stifles the very conversations that should be encouraged. As figures of authority, teachers have an unfair advantage over students when they assert their political opinions in the classroom. In the academic environment,

teachers should serve as facilitators of political debate. It’s their job to relate current events to the topics being studied in class if there is an obvious correlation. Such discussions should occur, however, without the injection of teachers’ personal views.

We hope that teachers will encourage students to use their time in the classroom to expand their political awareness. And we hope students learn to develop and defend their own positions, rather than simply attacking the opposition. As neutral facilitators, teachers can show students how to participate in complex conversations rather than arguments.

School can be a place where we learn more than just the basics; it is a place where we can all learn to think about the world around us, but only if we remain open. And teachers – we need you to lead the way.



Photo Illustration by Dan Snider

The Core

Is getting enough sleep



11.22.05

ONLY A DREAM?

IF I CAN JUST FINISH THIS I CAN STILL
GET FIVE HOURS OF SLEEP . . .

Everyone needs sleep, yet too many of us don't get nearly enough. Scientists recommend between eight and 10 hours for teens and between seven and nine for adults. Studies have shown that rats die faster from sleep deprivation than from starvation, so what kind of harm are we doing to our bodies and our minds when we only get six hours a night?

The high school is a place where students are pushed to take as many honors or advanced classes as they can handle in addition to participating in multiple activities. Some students must work long hours at part-time jobs or take on significant family responsibilities. After months of overbooked schedules, drooping eyelids, constant yawns and venti-sized cups of coffee are the norm.

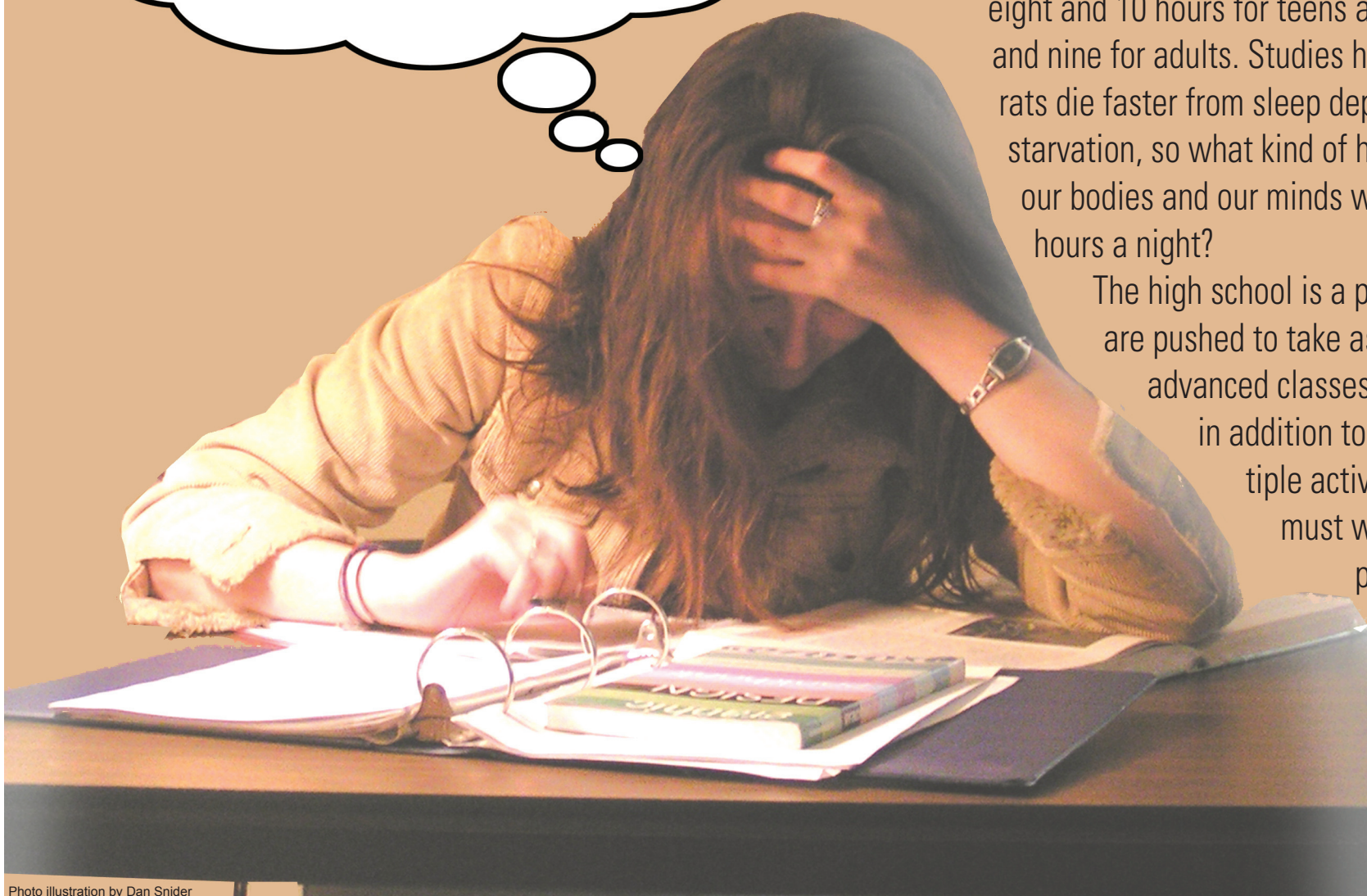


Photo illustration by Dan Snider

TEACHERS ALSO
STRUGGLE TO CATCH
ENOUGH SHUT EYE

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ARE YOU SLEEP
DEPRIVED? OUR QUIZ
WILL HELP YOU KNOW

PAGE 10

SLEEPY STUDENTS
GET THEIR
MORNING BUZZ

PAGE 10



STARVING FOR SLEEP

BY LAUREN WEISS
THE CORE EDITOR

Senior Morgan Grossman-McKee needs four alarm clocks and three cups of coffee to wake up and stay awake on school days. “I have one alarm clock that goes for 40 minutes and the other three make different sounds, such as beeping or the radio,” he said. “The hard part is hearing them – I can get out of bed if I hear them, but sometimes I just sleep right through.”

Grossman-McKee, who said he would like to get six hours of sleep, is like the 85 percent of adolescents who get fewer than the recommended 8.5 to 10 hours, according to the National Sleep Foundation.

This trend of sleep-deprivation plays out at Shaker, where rigorous academic and extra-curricular schedules, often including sports or jobs, combine to leave little time for one of life’s most essential functions.

Pulmonary specialist Clyde Southwell, who studies sleep disorders at MetroHealth Medical Center, said teenagers’ sleep cycles and behavioral patterns mean they want to go to bed later and wake up later than younger children and adults. However, early school start times force students to get up earlier than they would naturally.

“Most teens get way too little sleep,” he said. “It’s important for them to get back to socially-acceptable sleeping and wake times for them to perform at their peak.”

Grossman-McKee, who commits approximately 16 hours a week to Fed Challenge, an economics competition, and seven hours a week to hockey during the season, said he spends most of his time after dinner doing homework, which takes him until about 1 a.m. His work comes from two classes he’s taking at Case Western Reserve University. plus two honors classes and two AP classes at the high school.

“I used to blame the system for my lack of sleep, but I realize that people could do one-half or even one-quarter of the work on their homework than I do,” Grossman-McKee said. “It’s my fault for being obsessive-compulsive about it and doing extra research and reading.”

It is still not clear exactly what role sleep plays in development and function. Southwell said people who do not get enough sleep have slower reaction times and impaired memory (contributing to 100,000 traffic accidents a year, according to the National Sleep Foundation), as well as decreased ability to stay on task.

Junior Annie Sivertson, who averages six hours of sleep, has noticed that inability to stay focused when she’s gotten too little sleep. She said her eyes often begin to shut in the middle of classes.

“My sleep was shot to hell sophomore year,” Sivertson said. “There was one week where I had production week for a theater ensemble show and AP U.S. History oral [in-class] exams. I had to get all my other homework done in school, and I still only got two or three hours of sleep a night.”

Principal Michael Griffith estimated that 70 percent of the student body, like Sivertson and Grossman-McKee, participates in at least one extracurricular activity in addition to at least one honors or A.P. class.

“We encourage students to be involved, for the college admissions process and for their holistic development. We have lots of good offerings, but some young people push the envelope,” he said.

Griffith said that it would not be unreasonable for a student to have three to four hours of homework and studying a night. He added, “there is no doubt” that sleepy students are a problem because a lack of sleep adds to adolescent stress and decreases productivity.



Dan Snider • THE SHAKERITE

SENIOR JACK REED rests his head during Katherine Brown’s first period chemistry class Nov. 7. Reed said he had finished the day’s assignment and was tired from morning swim practice. Most teenagers get less than the recommended eight to 10 hours of sleep a night.

The school has systems in place, such as flex nights and different testing days for different departments, to try to balance the workload for students. However, Griffith acknowledged that teachers disregard them because of scheduling conflicts. He said that if a teacher routinely ignores the testing or homework schedule, administrators discuss it with the teacher and/or the department chairperson.

For some students, sleep deprivation occurs for reasons outside of school. English teacher Holly Burgess said she has at least one student a year who cannot get enough sleep because of job and family issues.

“There are lots of reasons why personal difficulties interfere with getting a full night of sleep, including alcoholism . . . and taking care of sick siblings,” she said.

Sivertson, who takes five AP classes and teaches at Little Gym, a gymnastics studio, 15 hours every week, doesn’t think adults in the school are aware of how late students stay up.

“Several teachers told me to expect one hour of homework a night,” she said. “The work keeps getting higher. What do they want me to cut and what do they want me to keep? I can’t stay healthy with this amount of work.”

My sleep was shot to hell sophomore year.

Annie Sivertson
junior

Sometimes if you want to do those innovative things, that can cut into sleep time.

Hubert McIntyre
health teacher

Lauren Weiss • THE SHAKERITE

DO YOU FEEL YOU GET ENOUGH SLEEP TO PERFORM YOUR JOB EFFECTIVELY?

Yes 60%
No 40%



Scientific poll of 51 teachers with a margin of error +/- 14 percent. Anonymous surveys were distributed to teachers through their mailboxes.

Allie Jennings • THE SHAKERITE

There are lots of reasons why personal difficulties interfere with getting a full night’s sleep.

Holly Burgess
English teacher

TEACHERS’ SCHOOLWORK ALSO CAUSES SLEEP DEPRIVATION

“When I was a student, I thought everything was done at school,” first-year English teacher Robin Perlmutter said. “[Students] probably think we go to bed at 8 or 9 p.m.”

Prior to becoming an English teacher, Perlmutter was a long-term substitute at Shaker for two years. She said she had fewer responsibilities then.

“I find myself working until later hours than I used to,” she said, “and dreaming about school.” Of 51 teachers surveyed, 4 percent said they dream about school.

National Sleep Foundation studies indicate that typical adults need eight hours of sleep to function without drowsiness. The primary cause of short-term sleep disorders is stress, which can be school- and/or job-related.

Teachers’ stress stems from the multiple demands on their time. Aside from personal responsibilities, most teach four to five classes a day, hold after-school conferences and attend meetings each month. 25 percent of teachers said they spend three to five hours a night grading and planning for class, and 14 percent cited stress as the biggest obstacle to getting enough sleep.

Perlmutter said she hopes the rumors she has heard about getting more sleep after the first year of teaching are true. By then, some curricula and day-to-day activities are established assuming a teacher retains the same teaching assignment.

Health teacher Hubert McIntyre, who has been teaching at Shaker for 28 years, said planning the course over the summer is more efficient, though he doesn’t personally get more sleep now than when he started teaching. “Sometimes if you want to do those innovative things, that can cut in on sleep time,” he said.

Before coming to Shaker, Perlmutter taught one year in Cincinnati and then worked at a bookstore. Though she said she got less sleep at her previous job (because she didn’t leave the store until 10 p.m.), Perlmutter made one clear distinction.

“I never dreamt about the bookstore,” she said.

Compiled by Emily Grannis

SOME KIDS ACTUALLY GET THE SLEEP THEY NEED

Benjamin Franklin wrote in his almanac, “Early to bed, early to rise, makes a man healthy, wealthy and wise.”

Senior Meghan Davis takes his words to heart – despite being president of Youth Ending Hunger and a member of the volleyball team, she still finds time to finish all her homework done and get nine hours of sleep a night.

Davis gets home around 4 p.m. every day and gets busy right away.

“I’m not a person who procrastinates and starts their homework at 11 p.m.,” Davis said. “I just do it.”



Davis

Davis makes an exception to her 9 p.m. bedtime on Mondays, when she stays up later to watch “Laguna Beach,” an MTV reality show that airs at 10 p.m.

Sleep experts would like all teenagers to get eight to 10 hours of sleep a night so that they can be alert and refreshed all day. Despite getting the recommended amount of sleep, Davis said she is often tired in the mornings, especially on Tuesdays.

She said she couldn’t subsist on the six hours of

sleep or fewer that many of her classmates get.

“I can’t function on that little amount of sleep,” she said. “I think that [getting such little sleep] sucks.”

“I don’t know how they do it.”

Davis said she doesn’t wake up any earlier to get work done.

“No way!” she said. “I just do it when I get home. I like to have everything done, and if I don’t do it, it won’t get done.”

So, for all you sleep-deprived students, take Davis’ advice and “just do it.”

Compiled by Caitlin Nielsen

On the drowsy road to crash and burn

The average teenager is supposed to get nine hours of sleep a night. On a good night, I get seven. On a regular night, I get five. Over time, this adds up to about 720 hours of missed sleep throughout the course of the school year.



Liz Kantor

I do not stay up until 1 a.m. on school nights for fun. There are no parties or movie marathons; the most exciting thing that happens on a school night is a new episode of “The O.C.” or “Related.”

Instead, I am buried under 20 pages of government reading, 30 pages of film reading, 15 math problems, 20 pages of English reading, five problems for physics and a column to write.

That doesn’t even include the five college applications that need to be done by Thanksgiving break and 12 hours of work a week.

This school year, I have ignored my alarm more times than I’ve actually gotten up, and I’ve fallen asleep in more classes than ever before.

I hate that I am buried under so much work that I barely have time to hang out with my family and friends during my senior year, which is supposed to be one of the best years of my life. It’s hard to let loose and have a good time, even on weekends, when I know that as soon as I get home, I will be looking at a mountain of homework, college applications and everything else that goes along with senior year.

I have found my release in multitasking. I have mastered the art of reading and taking notes and watching the latest episode of “Gilmore Girls” all at the same time. I probably don’t get my best work done then, but it’s the only way to strike a balance between relaxation time and schoolwork. I can at least pretend to be productive while actually getting a break.

On weekends, I sleep from midnight or 1 a.m. until 10 a.m. or 10:30 a.m. I actually get my nine hours of sleep then (SHOCKER!).

Studies indicate that people wake up more refreshed when they go to bed and wake up at the same time every day. Sleep specialists tell sleepy students to set a time to get up and stick with it, weekdays and weekends alike. In my experience, they definitely got that right -- I go to bed at the same time every night, but Mondays, I wake up more tired than I do any other day of the week because I lose four hours of sleep Sunday night.

If I had my choice, I would sleep about eight hours each night. But that would require me going to bed at 10 p.m., which is ridiculous considering “Laguna Beach” doesn’t even start until then. Anyway, there is no way I would ever finish my homework by 10 p.m., even if I didn’t watch TV.

Being a student, it is virtually impossible to get nine hours of sleep, do more than one extracurricular activity and get all your homework done before school the next day. I have been told that I need to reform my study habits before I go to college or else I will fail.

I probably will change, but only when I crash and burn after my first all-nighter.

This school year, I have ignored my alarm more times than I’ve actually gotten up, and I’ve fallen asleep in more classes than ever before.

TIRED STUDENTS NEED THEIR JOE

BY VIVECA TRESS
STAFF REPORTER

Sometimes people just can’t get enough of that caffeinated stuff.

Students are going to further and further lengths to get that quick caffeine boost. Last summer, sophomore Meg O’Halloran, heeding doctor’s warnings and giving in to parental disapproval, quit drinking coffee, but she couldn’t stay off it and began drinking it again at the start of school.

“The doctor told me it was very unhealthy, but I started back this school year because I just couldn’t wake up in the morning,” O’Halloran said.

Teens are increasingly jumping on the java train. NPD Group, a market firm, said the number of teens who drink coffee regularly rose 12 percent in 2004, after a 15 percent rise in 2003.

More than 80 percent of Americans use caffeine on a regular basis, making it the world’s most widely used drug, according to the McKinley Health Center. The International Food Information Council says an eight-ounce cup of regular coffee contains 85 milligrams of caffeine, 21 percent of the recommended daily limit of 400 milligrams.

Drinking coffee in moderation is generally safe, but exceeding the recommended maximum on a regular basis can cause severe insomnia, diarrhea, dehydration, facial flushing -- even anxiety and light de-

pression, according to AskMen.com.

Coffee can also cause sleep problems. Caffeine interferes with the central nervous system’s ability to initiate deep sleep. Drinking it at night often leaves the user groggy and not rested in the morning, due to the body’s inability to enter a deep sleep, according to the National Sleep Foundation.

“I love coffee,” school nurse Paula Dworkin said, “but take it in moderation. Drink enough fluids on top of coffee so you don’t get dehydrated.”

Dworkin said students who become addicted to caffeine and use it constantly to stay awake for cramming are doing themselves a disservice.

“Just get sleep and relax; you’ll focus much better,” she said.

Teachers are also in on the coffee craze. Some teachers started a coffee club in the main office. The only rules for belonging are paying \$20 per semester for unlimited coffee drinking and, said administrative secretary Kim Davis, “cleaning up after yourself.”

At the end of the day, there is no evidence proving that coffee in moderation isn’t a friend. “If you’re basically healthy, there’s really no problem, other than it stains your teeth,” Dworkin said.



Allie Jennings • THE SHAKERITE

CAFFEINE ISN'T THE ONLY WAY TO STAY AWAKE

Not all students need coffee to help them stay awake. Here’s what some Shaker students do to keep their eyes open.

• “I listen to loud music,” said sophomore Marc Townsend, who sleeps about six hours a night. “Hip-hop like Young Jeezy.”

• “I eat sugary things like Pixy Stix,” said sophomore Emily Steiner, who gets about seven hours of sleep a night.

• “I take catnaps,” said senior Laura Habat, who sleeps about five hours each night. “I’ll work, sleep for 20 minutes, then get up and work.”

Compiled by Jason Oscar

DO YOU NEED SLEEP?

This quiz, taken from “The Sleep Thieves: An Eye-Opening Exploration into the Science and Mystery of Sleep” by Stanley Coren, should tell you how sleep deprived you are (as if your constant yawns and caffeine addiction aren’t enough).

1. Do you find that getting out of bed in the morning is a struggle? Yes No

2. Do you find it more difficult to attend to details on routine chores than it used to be? Yes No

3. Do you sometimes fall asleep when you don’t intend to? Yes No



4. Do you sometimes sleep through your alarm? Yes No

5. Do you need a loud alarm clock to wake you up in the morning? Yes No

6. Do you find yourself getting tired or falling asleep while watching TV? Yes No



7. Do you sleep longer on weekends than on school nights? Yes No

8. Do you tend to get tired when sitting quietly at a public meeting, lecture, or theater? Yes No

9. Do you drink more than four cups of coffee or caffeinated tea in a day? Yes No

10. Do you tend to get tired sitting quietly after a large lunch? Yes No

Results: If you answered yes to more than four questions, you are considered sleep deprived.

Compiled by Jason Oscar

My space, your space, we all blog for MySpace

BY KELSEY DEFOREST
STAFF REPORTER

Freshman Lauren LaJoe readily admits to being “addicted” to MySpace.

“I go on, like, three times a day,” LaJoe said.

Nearly everyday after school LaJoe and junior Sara Hillegas go over to LaJoe’s house and spend several hours on the website, which offers services such as e-mail, message boards, personals and profiles of thousands of bands. With more than 30 million members, it is currently the most popular social networking site on the Internet.

Members of the site create and decorate profiles and upload pictures (which other MySpace users can then view and comment on), listen to music, take online quizzes and send messages to their friends.

“I found one of my really good friends from third grade, who moved to California, on MySpace,” LaJoe said.

Hillegas, who moved to Shaker at the beginning of the school year, said, “MySpace is how I keep in touch with everyone back in Florida.”

LaJoe said she uses MySpace to find unknown, unsigned bands and to make new friends. She said that about half of her best friends, whom she meets through mutual acquaintances, are from MySpace.

Tom Anderson, the “face” of MySpace, and other computer programmers created MySpace two years ago. They later sold the website to FOX CEO Rupert Murdoch for \$580 million in

[View My Profile](#)

[Edit My Profile](#)

[Upload / Change Photos](#)

[Account Settings](#)

member,” he said he doesn’t respond to comments or update his site frequently. “I just like to go on and read other people’s profiles and see if people made new comments on my profile,” Hershorin said.

Students used to be able to access MySpace at school, but the most recent Internet filters have been adjusted to block the website. MySpace is blocked because it contains drug references, web mail, message boards, lingerie, personals, swimsuits, profanity and personal information.

Bulletins, messages that are sent to all of a member’s friends, have titles that, alone, could make a school wary of the website. Some controversial titles of bulletins that could be viewed as innapropriate are “Wanna see my naked pics?,” “My mom found out I’m pregnant,” and “Don’t you throw banana condoms at me.”

Members, also, use these bulletins to tell their friends about parties, concerts and other events.

Newman said it’s fair for the school to block MySpace.

“We’re supposed to be using [the computers] for school-work,” she said.

Most students, however, do not agree with the change in the filter.

“I think this is extremely stupid,” freshman Erin Bozarth said. “If you have a free period, and decide to spend your time in the library, why not got to a friendly site such as MySpace? Why ban something as harmless as MySpace?”

Eminemily

SENIORS
EMILY MIZER
and Jake
Rosenblatt
pose for
pictures
before the
Homecoming
dance.

Photo courtesy of of MySpace.com

**“if you read,
you’ll judge”**

**Female
17 years old
Shaker Hts.,
OHIO
United States**

Q and A: Confessions of a MySpace addict

• Senior Emily Mizer opens up about the innerworld of MySpace

Q How long have you had MySpace?

A Since last July, so like a year and a half.

Q How often do you go on MySpace?

A I used to go [on MySpace] every day, but now every other day.

Q What caused you to get MySpace in the first place?

A I was staying in England for the summer . . . and I made some friends. I got a Myspace to keep in touch with them.

Q Do you have any fake friends?

A I’m friends with The Phantom of the Opera, Jack the Pumpkin King, Willy Wonka and the Oompaloompas.

Q What kinds of things do you have on your own site?

A I have two quizzes – “What Disney character are you?” and “What gothic cartoon are you?” My Disney character is Belle, although I cheated to get her because we both have brown hair and we both like to read. My gothic cartoon is Emily the Strange.

Q What are some of the strangest surveys you have seen?

A A lot of them are sexual. The strangest was probably “Who wants to [have sex with] you and how many times?” My results were Steve Erkel and 120 times.

Q Has anything on MySpace ever made you feel unsafe?

A There was one guy I had to block and remove as a friend. He would send me messages that said, “I’m drunk. Come over and screw me.”

Compiled by Miriam Moore and Kate Neubert

IF YOU’RE INTO BLOGS, THERE’S ALWAYS MORE FUN TO EXPLORE . . .

Anyone who is anyone is on MySpace. Check out these groups that have captured the allegiance of Shaker students.

SHAKER RAIDERS
“For all the members of MySpacerzzzz who go (and have gone) to Shaker Hts. schools!”

216 FA SHO
“Chill spot for folks in the Cleveland area.”
136 members
Created April 2005

“THE” LEBRON JAMES GROUP
“Yo dis be a chat about anything you want it to be, so start discussin’.”

SHAKER FRIENDS AND FANS!!!
“This group is here for the fans and friends of the band Shaker [from Calif.]”
119 members. Created Nov. 2005

Quizfarm.com, the most popular quiz site used on MySpace, is one of the many extras available to put on your profile

What car are you?

What Disney princess are you?

What action hero are you?

What rapper are you?

RAIDERS’ MYSPACE QUOTES REVEALED

“Last chance to find a go-go dancer...”

“Who’s your daddy now?”

“Sit back and see my Myspace-is quite da treat”

“CRIME IS BITTER AND ICE CREAM IS SCHWEET!”

“You smell like sweet red plums and cheese sandwiches.”

“I’m cocoa for caca puffs.”

“Go, and never darken my towels again!”

“Slackin, juicin, chillin, and playing poker.”

“A day without sun, is, you know, night.”

“I need some T to the fourth Y.”

Compiled by
Kate Guess

High school is over.
Life is just beginning.

SMALLVILLE

THE NEW WB
THURSDAY



English classes converged on the Large Auditorium during third and ninth periods Nov. 3 to view the one-man play "Manchild in the Promised Land."

This performance by Joseph Edwards, based on Claude Brown's autobiography, follows an African-American man named Sonny who struggles to escape the problems of his Harlem environment. The play covered topics such as drug abuse, violence and cultural change in the 1950s.



SETTING A TEMPO TOGETHER



Adam Maraschky • The Shakerite

NATE SUDOW, MIKE JONES and Jack Desmond perform with the marching band at the football game Oct. 29. Desmond has been practicing with the band since September, using Braille and listening to the music in order to learn and memorize it for the band.

• To learn music, freshman musician relies on sound

BY ADAM MARASCHKY
STAFF REPORTER

"All we have to do is play a whole song once or twice and he'll know how to play it perfectly and it stays in his head. It's pretty amazing," freshman Mike Jones said of his percussion colleague Jack Desmond.

Desmond plays the auxiliary rack -- a harness to which woodblocks, cowbells and tambourines are fastened -- in the marching band. With the help of senior oboe players Chris Connors and Geoff Sanford, in addition to the rest of the band, Desmond was born early and without sight. He marches "just as well as everyone else," said Jones, a member of the auxiliary rack squad.

Desmond began his music career with piano at age four. He also played in the jazz band and jazz ensemble at both Woodbury Elementary and Shaker Middle schools.

He said he likes music because it's exciting, and his favorite sounds are those of bagpipes. Desmond's second love is sports; he experiences them through sounds such as crowds cheering.

In the general academic day, Desmond relies on touch as well as sound for learning.

"I use Braille [to learn]," he said. However, to learn music, he simply listens and remembers it for the march-

ing band.

"I have a good ear," said Desmond, whose achievement was recently featured in The Plain Dealer.

Many people believe the blind have an advantage musically. Recent studies show that some may in fact have gifted hearing. Infants who are born without sight are said to be more likely to match pitches of notes on an instrument.

"He can memorize music faster than Michael and I," freshman Jacob Schwartz said. "Jack has no challenges musically."

Freshman Justin Kim, a cymbal player in the percussion section, went to Mercer with Desmond. He said that in addition to doing well in marching band, he's also "really good at piano."

Marching band Director Adrian Pocaro first heard Desmond play at Woodbury Elementary on the piano.

"I think he's just an incredibly talented kid. He just happens to be blind," he said.

Pocaro agrees that Desmond's memorization technique works well. Although Braille music is available, "I don't think he needs it," Pocaro said, knowing that Desmond is such a quick learner. "He's enthusiastic about whatever he's doing."

'93 grad produces hit sitcom

BY MEGEN COWETT AND DANIEL LINEHAN
STAFF REPORTERS

Carter Bays ('93) has come a long way from writing plays for the Dobama Theatre.

"It's a long life and there's lots to do," he said.

Bays is now the co-creator and an executive producer of the new top-10 sitcom "How I Met Your Mother," which, according to Bays, is semi-autobiographical.



"The show is definitely influenced by the things I learned at Shaker," Bays said, citing lessons from retired Theatre De-

Slayer"), Segal's on-screen fiancée.

The half-hour-long show airs at 8:30 p.m. on Mondays on CBS. It is loosely based on Bays' time in New York City, where he wrote for "The Late Show with David Letterman." Bays said many of the show's characters are based on friends from that part of his life -- his real-life wife was his roommate's girlfriend when they first met, a storyline that has become a part of the show.

Bays wrote his first play, "Seas of Coffee," at the age of 14 for a contest at the Dobama Theatre on Coventry Road in Cleveland Heights. In high school, he was part of Improv T3 and wrote and acted in several school plays. He took a TV produc-

tion class in Shaker, his first real experience with the small screen.

Bays went to Wesleyan University and found that writing TV scripts, as opposed to plays, was a way to create comedy and pay the bills at the same time.

He said he would like to write more shows and possibly transition into film or playwriting.

"I am always looking forward to the future," Bays said.



Photo courtesy of Jim Bays

CARTER BAYS GRADUATED from Shaker in 1993. He is now an executive producer and co-creator of CBS' new sitcom "How I Met Your Mother."

/// I got really good experience by going [to the high school]. ///

Carter Bays • executive producer

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We have answers.

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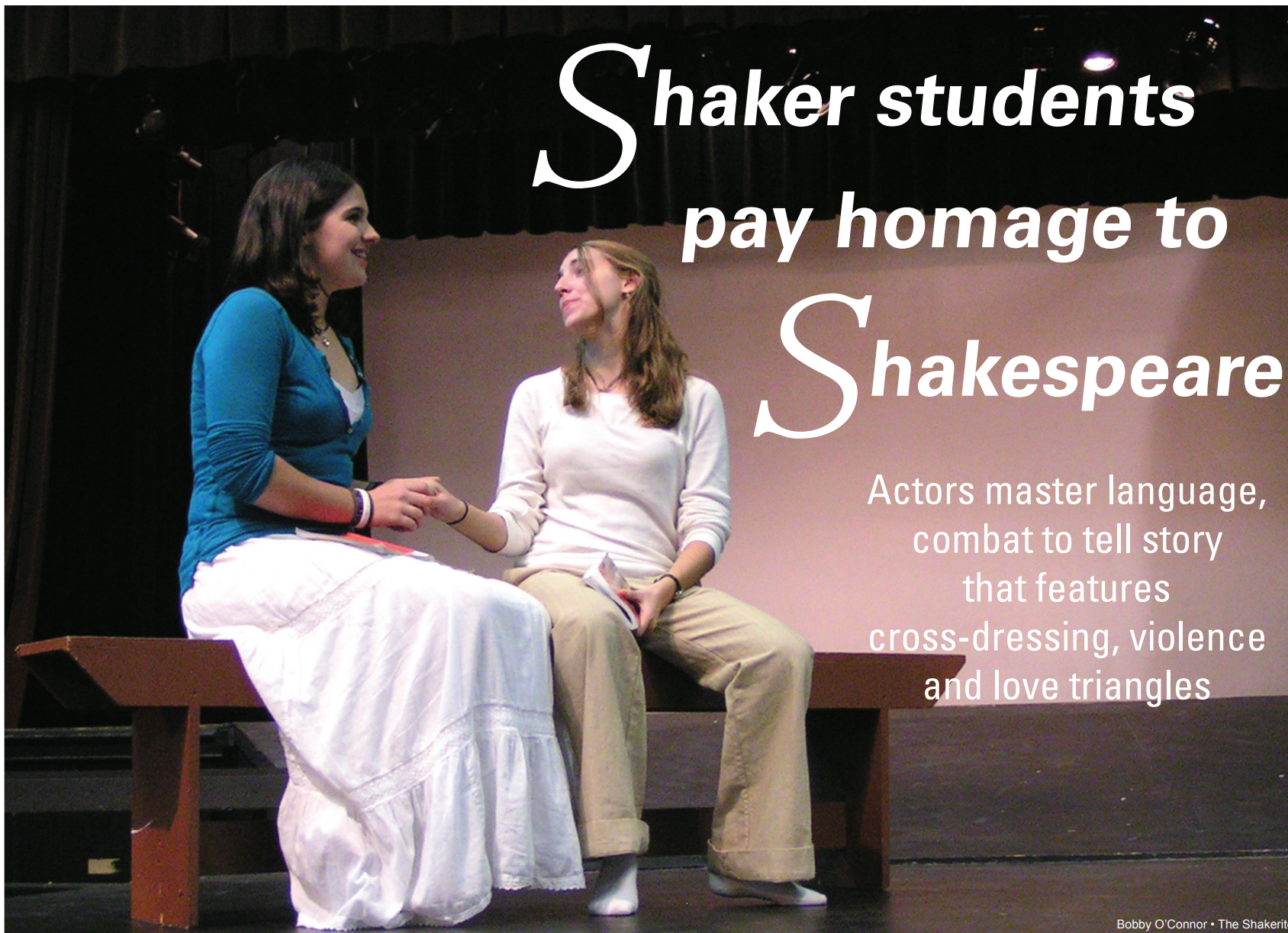
Planned Parenthood
of Greater Cleveland

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WWW.PLANNEDPARENTHOOD.ORG/CLEVELAND

Shaker students pay homage to Shakespeare

Actors master language,
combat to tell story
that features
cross-dressing, violence
and love triangles



Bobby O'Connor • The Shakerite

JUNIORS EILEEN LALLEY and Anne Sivertson rehearse for their upcoming performances Dec. 1-3. To master the challenge of Shakespeare's language, theatre students referenced Shakespeare dictionaries, played Shakespearean insult games and logged a lot of "table time" before they even stood and read the play.

According to Theatre Department Chairwoman **Christine McBurney**, the effort to bring the words to life on today's stage is worth it.

"We are starved for heightened language," McBurney said. "The level of discourse in our culture is at an all-time low, and Shakespeare reminds us of the beauty, power and impact that language has upon us as human beings trying to communicate and connect with one another."

BY MEGHAN THOMPSON
STAFF REPORTER

"We didn't do it like this in English class."

According to "Twelfth Night" director Christine McBurney, this was initially a frequent student response from actors in the Shakespearean comedy.

"Shakespeare's scripts were published after he died. They're meant to be performed, not read," said McBurney, chairwoman of the Theatre department.

The play, described by McBurney as "a romantic comedy with a dark undertone," tells a unique love story and includes crossdressing, violence and some interesting love triangles. "It's savory and sweet," McBurney said.

McBurney decided to do a Shakespearean play for the first time in four years because theater students had not yet had the opportunity to perform Shakespeare.

McBurney's Shakespeare credentials include a stint as assistant director of "Twelfth Night" at the Great Lakes Theater Festival and performances in the Cleveland Shakespeare Festival's rendition of the play.

Tackling the difficult language and style of Shakespeare is not easy for high school actors. According to junior Anne Sivertson, who plays Viola, the actors worked to understand their lines. The company watched a film adaptation, read through the scenes, used Shakespearean lexicons to look up unfamiliar words, and analyzed their lines to make sure they understood them.

"Although we are speaking in a language foreign to young audiences, the meaning is no longer foreign to us," Sivertson said.

However, the actors must go beyond understanding the language; they must also voice the lines to fit their roles. "Even though the language is an obstacle, [the actor] must approach the text as any other play and bring the character [to life]," McBurney said.

For junior Eileen Lalley, the biggest challenge is performing the language. "It's hard at first, but once you have it, you have it . . . Like Ms. McBurney says, you have to 'chew the words.'"

The actors are having a great time laughing at Shakespeare's jokes, and most feel that a young audience will have no problem following along.

"There's something magical about Shakespeare's comedies. The language isn't a barrier. It's an appealing show," Lalley said.

Straying from the traditional, stiff Elizabethan style, the department has introduced an East-West fusion to the production. "Twelfth Night" is set in Illyria, which Shakespeare would have known as a region of what is today Albania.

According to sophomore cast member Jennifer Chisholm, the unique spin on the play will appeal to high school students.

"It won't be a regular rendition . . . it's Shaker theater," Chisholm said.



Question
& Answer



Elliott

STAGE COMBAT 101

Kelly Elliott, a local stage combat instructor, recently came to Shaker to teach the cast of "Twelfth Night" fencing techniques. After the Nov. 4 lesson, she described her experiences with stage combat.

Q Where do you teach sword fighting?

A Currently, I teach stage combat with my husband at The Beck Center for the Arts. However, we also freelance at high schools like Shaker and theaters around town.

Q What is the most dangerous sport you teach and why?

A Anything I teach is potentially dangerous, and none of them are sports. Even though, for theater, none of the weapons are sharp, they still can injure a person.

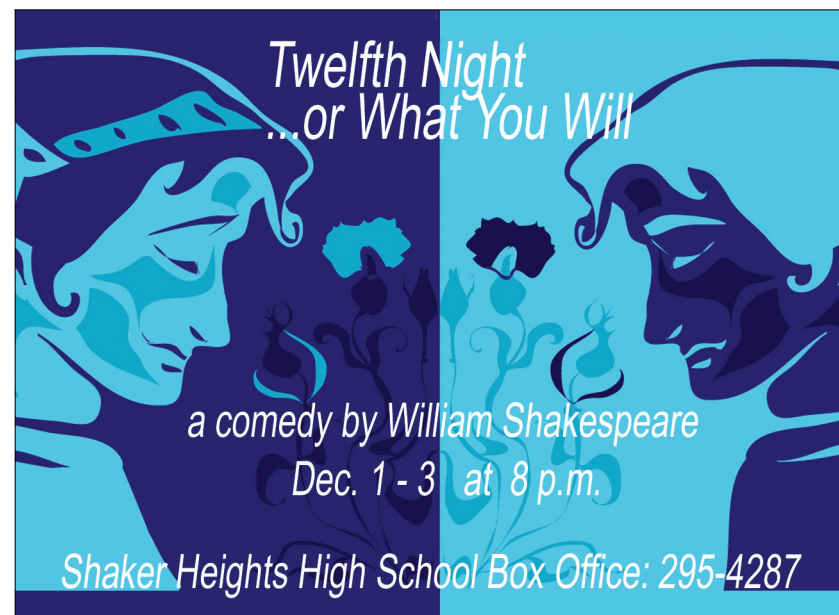
Q What's the weirdest thing you've ever experienced while teaching sword fighting?

A [My husband] Josh and I were teaching stage combat at a different arts school. We had a young man in the class who was . . . eccentric. He said one of his talents was impersonating a velociraptor. The next class, he broke into his impersonation. The young man was jumping on and off tables, screeching, pretending to be a velociraptor.

Q What injuries have students experienced while you were teaching?

A While I was teaching . . . maybe a small poke with a sword, or someone accidentally actually hit their partner. I am proud to say that no one I have ever taught has ever gotten seriously hurt or injured in one of my classes or workshops.

Compiled by Josh Davidson



Dress code least of NBA's worries

Jason Richardson has it right. "You wear a suit, you still could be a crook," said Richardson, a guard for the Golden State Warriors. "Just because you dress a certain way doesn't mean you're that way."



MIKE
YOUNG

Too bad NBA Commissioner David Stern won't take Richardson's wisdom into account. This season, the NBA instituted a dress code that requires players to sport a suit and tie while inactive on the bench, in addition to wearing what they call "business casual attire," (just a dress shirt and khakis) while heading into or leaving the arena. Also, players cannot display jewelry over their clothes. So, fellas, say goodbye to your 8-XL white tee and your platinum cross. Basically, the old, white men of the NBA's leadership is trying to force the predomenantly young, African-American men to wear suits. Not surprisingly, players complain the code cramps personal style.

But why does players' fashion sense suddenly command the attention of NBA leadership? One season after Ron Artest, the 6' 7", 260-lb Indiana Pacers forward, charged into the stands to attack fans, the biggest concern Stern and the league face is . . . players' attire. A year after the Pacer bench stormed into the crowd to beat on Piston fans and terrify children, the greatest concern is that players not in uniform are wearing suits and ties?

Without a doubt, the league has an image problem. Despite the one-year suspension given to Artest, people weren't running back in herds to see NBA games. The endlessly looping videotape of the incident only further encouraged fans to watch games on TV rather than risk their safety at the arena.

A dress code won't change that; the NBA's image problem runs much deeper than clothing.

Los Angeles Laker guard Kobe Bryant was charged with rape in July 2003, which hurt his image as well as the NBA's, especially since he was regularly billed as one of the classiest men the league. Bryant, a married man, was later acquitted after a good deal of he-said, she-said. It's doubtful Stern's dress code will restore Bryant's image; he wore a suit and tie to court every day of the trial, but few people would say his business-like wardrobe erased the fact that he was allegedly up to something in a hotel room with a hotel employee.

Latrell Sprewell's 2004 rejection of a three-year, \$21 million contract offer also proves the league has issues. Sprewell is the same man who choked his coach during practice when he played for Golden State and who is now a member of the Minnesota Timberwolves.

Even one of the league's franchises, the Portland Trailblazers, has image problems. The team has behaved so poorly that its management made a public pledge to fans that it would "evaluate character along with basketball talent when selecting players."

On the court, these players dazzle us with their spectacular, high-flying dunks and last second, game-winning shots. Off the court four out of every 10 NBA players have committed a serious crime, according to a 2002 report from "Out of Bounds: Inside the NBA's Culture of Rape, Violence and Crime."

What is the NBA going to do to solve that?

CATCHING CHILLS AT THE CHARLES



FIVE MEMBERS OF the women's crew team row on the water at the Head of the Charles Regatta, the world's largest crew competition. The competition was held in the bitter conditions of Boston Oct. 24. Courtesy of Kate Guess

• Facing tough competition, 5 members finish 47 out of 48

BY DAVID O'CONNELL
RAIDER ZONE EDITOR

The weather at the Head of the Charles regatta was familiar, but the competition wasn't.

"It was cold, wet and gray," junior Katherine O'Bryon said. "We're kind of used to that, living in Cleveland."

O'Bryon and her crew teammates were among the 7,000 athletes who competed in the annual Boston race Oct. 23-24. High school students had the opportunity to see international participants in addition to Olympic rowers in the world's largest regatta.

"It was really hard," O'Bryon said. "We got to race against the junior national team."

Sophomore Emily Sullivan was awed by the competition.

"It was tough," Sullivan said. "A lot of the East Coast schools are re-

ally good."

Shaker placed 47, rowing against, among others, teams from Princeton University, Northeastern University and Greenwich Academy.

The team clocked out at 28 minutes, 27 seconds in the women's youth fours competition on the three-mile course. Northeastern University finished first at 21 minutes, 37 seconds while the Peddie School finished second with a time of 21 minutes, 50 seconds, tops among all high schools in the division. Participation in the two-day event included categories for seniors, collegiate rowers, club and high school rowers.

Highlights of the fall crew season include placing three boats in the top six among lightweight fours in the Head of the Cuyahoga regatta. In the lightweight eight, Shaker finished second out of three teams.

Shaker crew begins its winter campaign at the Pittsburgh Indoor Sprints Feb. 2, and spring begins April 15 at the Hoover invitational.

Fall rundown: Tennis pair advances to states

| TEAM | RECORD | TEAM HONORS | PLAYOFFS | IN THEIR OWN WORDS |
|-----------------------|--|---|---|---|
| MEN'S CROSS-COUNTRY | Fourth in LEL Meet, won meet vs. Benedictine | John Gregg (MVP) | Advanced in district meet (finishing in top four), finished in regionals | "We faced higher competition than we have in past years and we did better," coach Roderick Macelod said. |
| WOMEN'S CROSS-COUNTRY | Finished fourth in LEL Meet | Natalia Cabrera (MVP), All-LEL | Third in district meet, thirteenth in regional meet which they reached for the first time ever. | "[The team] Impressed me in all of them [meets]... Most of them bested their personal marks in the regional meet," head coach Stuart Gilbert said. |
| WOMEN'S TENNIS | 15-5, eleventh straight LEL title won | Korie Linzie, Jessica Schiller, Alaina Sullivan (captains) | Korie Linzie and Lauren Holloway made it to the first round of the state doubles tournament. | "The season was really successful. There were a lot of new freshman that added to the success of the team," junior Jamie Marx said. |
| FOOTBALL | 6-4, 4-1 LEL Lake Division | Craig Johnson (LEL RB of Year), Dominic Alford (OL of year) | Lost to St. Edwards 42-16 in first round of Division I, Region I playoffs. | "It was a very successful year. We struggled against some very good teams early in the year but we improved and became a very good team," coach Dave Sedmak said. |
| FIELD HOCKEY | 6-6-1, sixth seed in tournament | All-Stars: Amanda Artman, Miriam Moore, Abby Stout | Defeated Magnificat, lost to HB in third round Oct. 27. | "We had trouble getting stuff together but we had a productive season despite the new coaching staff," senior Abby Rowlands said. |
| MEN'S GOLF | 7-3, 6-2 LEL | Julian Bruell (MVP) | Julian Bruell advanced individually to regional final. | "We had the potential to do well this year but a disappointing loss to Southview put us third in LEL," junior Kevin McDonald said. |
| WOMEN'S GOLF | 0-14 | Liza Bonthius (most improved) | Finished second in LEL tournament | "Despite the fact we didn't win a single match, I've had the most fun I've ever had on a sports team," senior Liza Bonthius said. |
| VOLLEYBALL | 11-13, third seed in the playoffs | All-LEL Natasha Robinson, Kirsten Adams | Beat Cleveland Heights Oct. 20, but fell to Maple Heights in the district finals Oct. 26. | "[The loss to Maple Heights] was hard on us because we lost to them earlier in the year and we wanted to redeem ourselves," junior Allison Tillman said. |
| MEN'S SOCCER | 9-6-1, 5-2-1 LEL record | All LEL, MVP Kerry Howard | Beat Madison in first round, 1-0. Lost in second round to Mayfield, 3-1. | "From the start the coaches said we're a special group... We did better than we expected," senior Jibi Gueye said. |
| WOMEN'S SOCCER | 8-8-2, second in LEL | All-Cleveland Julia Victor | Beat Madison in first round, 5-3. Lost in second round to Mayfield in QT, 2-1. | "We had a new coach this year and he made us a lot stronger for next year," junior Molly Fisher said. |



According to Bloomberg.com, teams wearing red uniforms have higher chances of winning games. “Across a range of sports, we find that wearing red is consistently associated with a higher probability of winning,” British anthropologist Russell Hill said.

This report came from a study at the 2004 Olympic games in Athens, Greece. Competitors in four combat sports were randomly assigned red or blue outfits and, according to the article, “The results showed a consistent and statistically significant pattern in which contestants wearing red win more games.”



Emily Cameron • The Shakerite

DRIVING THROUGH THE defensive line, junior tackle Mike Brown pushes a St. Edward lineman off of the line of scrimmage. The Raiders fell to the Eagles in the first round of the playoffs, 42-16, Nov. 5.

EAGLES SOAR OVER RAIDERS

• After snaring playoff birth, Shaker falls to the top-seeded team in first round

MIKE TRIOZZI
STAFF REPORTER

In sports, there are teams that defy odds, and then there is the Shaker football team, a team that made all the chips fall just right.

In order to make the playoffs, the Raiders needed to finish at least eighth in their region. The football team, which had a 5-4 record prior to the Cleveland Heights game, beat out Cleveland JFK by 0.155 points.

The playoff race got exciting after Shaker defeated Heights Oct. 29. Losses by Shaker's competitors for the playoffs -- Strongsville, Mentor, JFK, Chanel, Middletown and Shaw -- accumulated throughout the weekend. Then, Shaker clinched a Nov. 5 playoff birth against St. Edward, the top seed in the Division I, Region I playoffs.

“We got very lucky,” quarterback A.J. Clair said. “A lot of games needed to go a certain way, and they all did. We just focused on the game and did what we needed to do.”

Senior offensive guard Jeremy Lassiter believes Shaker's playoff birth was no accident. “We deserved it because of our tough schedule,” Lassiter said. “There was no doubt in my mind.”

The Raiders went into the playoff game with confidence despite having lost to St. Ed's 45-14 in the regular season. Before the contest, Lassiter said Shaker needed

to play with intensity.

“We are practicing harder and staying mentally focused. We can't take anything for granted,” he said.

The game against St. Edward marked the eighth time that the Shaker football team has qualified for the Division I playoffs.

St. Ed's got the first possession and fumbled on its first play. Shaker recovered the fumble and got on the board when Craig Johnson scored on a five-yard touchdown run. Senior Anson Hall's extra point try failed, leaving Shaker with a 6-0 lead. St. Ed's responded with a touchdown drive to go ahead 7-6. Shaker came back with Hall's 33-yard field goal, making the score 9-7. However, St. Ed's would score two more touchdowns in the first half making the halftime score 21-9.

The Eagles scored three more touchdowns in the second half, while Shaker could muster only one more TD when Clair (filling in for injured QB Alex Math) connected with senior wide receiver Byron Gorman on a 33-yard pass. The final score was 42-16.

St. Ed's advanced to defeat Brush 49-0 at Cleveland Browns Stadium Nov. 12. St. Ed's plays Glenville Nov. 19 at Byers field.

Head Coach Dave Sedmak believes Shaker's route to the playoffs taught an important lesson.

“It goes to show you to never give up,” Sedmak said.

“ We got very lucky. A lot of games needed to go a certain way, and they all did. ”

A.J. Clair • senior quarterback

CINCINNATI PRINCETON

Division I, Region IV
11.00 points gained

- Defeated Middletown
- 2-8 record
- On a hook and ladder, senior running back Craig Johnson scores the game winning touchdown.

WARRENSVILLE HEIGHTS

Division II, Region V
34.500 points gained

- Defeated Shaw in their final game
- 6-4 record
- Shaker came from behind to score a fourth-quarter, fourth-down touchdown pass with less than two minutes left

EUCLID

Division I, Region I
41.500 points gained

- Euclid defeated Mentor to split the LEL-title between Shaker, Mentor and Euclid
- 7-3 record

A SERIES OF FORTUNATE EVENTS

• Margin of 0.155 points sends Shaker to post-season over JFK

| | WINS | LOSSES | L1 | L2 | AVERAGE | RANK |
|--------------------------|------|--------|---------|----------|---------|------|
| SHAKER HEIGHTS | 6 | 4 | 35.5000 | 127.0000 | 16.3780 | 8 |
| CLEVELAND JOHN F KENNEDY | 7 | 3 | 39.0000 | 122.0000 | 16.2230 | 9 |

Level 1 points: These points are calculated for the number of wins. A win against a Division I team is 6 points, while a win over a Division II team is 5.5 points. Shaker defeated five Division I teams and one Division II team for a total of 35.5

Average: To calculate the average, the number of games played by opponents divides the total number of points earned by Shaker.

Level 2 points: Shaker earns additional points from their defeated opponents when their opponents win games on their schedule. The total added up to 127 points.

Rank: Place in which each team finished in Division I, Region I. The top eight teams make the playoffs.

ADMIRAL KING

Division I, Region II
17.000 points gained

- Shaker's homecoming win, 42-26
- Finished with a 3-7 record

LAKEWOOD

Division I, Region I
5.500 points gained

- 28-14 win over the Rangers
- Craig Johnson ran for a school record 338 yards

CLEVELAND HEIGHTS

Division I, Region I
17.500 points gained

- The Tigers finished with a 3-7 record
- Shaker won 31-6

WEEK 10: SEVEN STEPS TO SHAKER'S PLAYOFF BID

1. **Shaker** to defeat **Cleveland Heights**
2. **Brunswick** to defeat **Strongsville**
3. **Euclid** to defeat **Mentor**
4. **Glenville** to defeat **Cleveland JFK**
5. **Trinity** to defeat **Chanel**
6. **Princeton** to defeat **Middletown**
7. **Warrensville** to defeat **Shaw**